

New re-accreditation cycle in Croatia

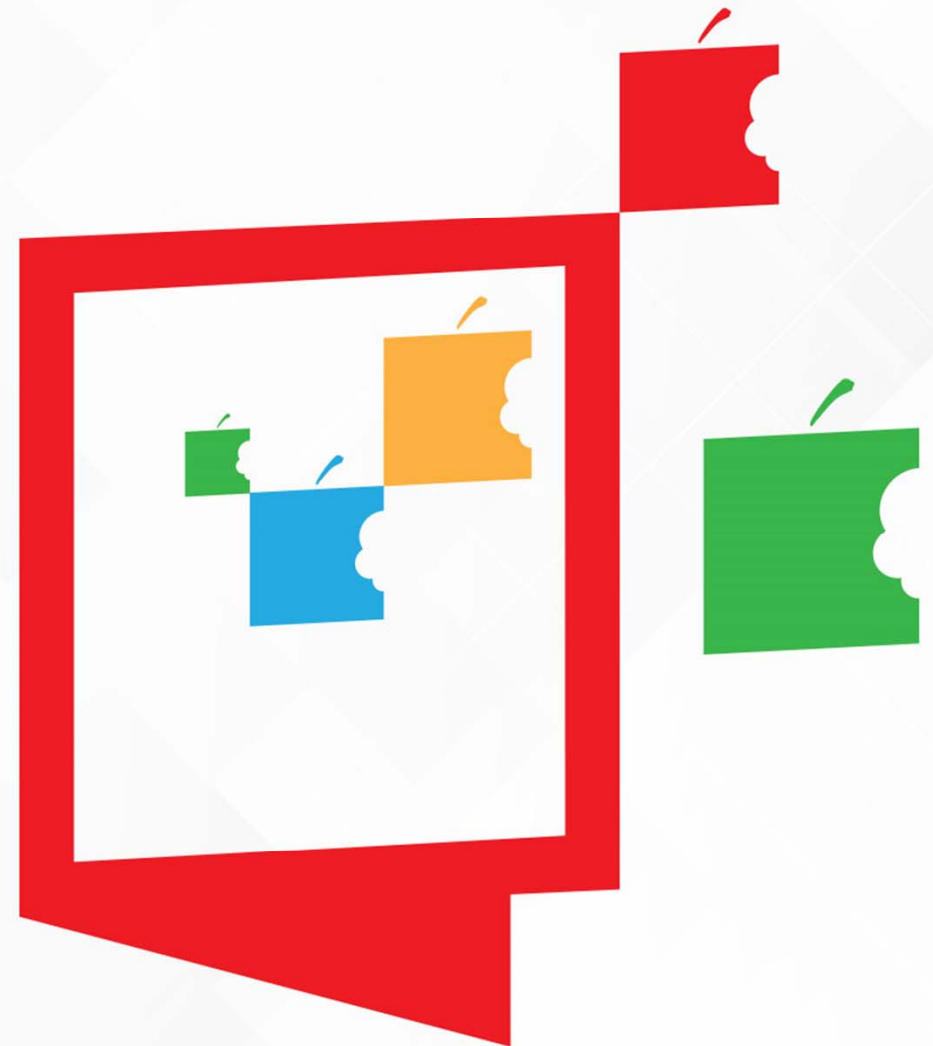
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Improvement of quality assurance
and enhancement systems in higher education



Summary

- The new re-accreditation model – an overview
- The experiences from the pilot project (6 HEIs)
- Challenges and open questions



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Croatian HE system

- 10 universities (8 public and 2 private)
- 15 polytechnics (11 public and 4 private)
- 24 colleges (3 public, 21 private)

- About 180,000 students



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- Public universities
- Private universities
- ▲ Public polytechnics
- ▲ Private polytechnics

ASHE accreditation-past and current activities

2005-2009

Accreditation of all study programmes (1,200) adjusted to Bologna principles (3+2+3 scheme and ECTS system) – programme accreditation

2010-2016

Re-accreditation of all HEIs (130) and programmes – mixed approach (programmes and institution)

2017/2023

Re-accreditation of all HEIs (130) – institutional accreditation



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Major changes in the new re-accreditation model

Reconsidering the goal of the new re-accreditation cycle

- Emphasis on **quality enhancement** - encourage improvements of HEIs and programmes in accordance with ESG 2015 and recommendations for quality improvement resulting from the first cycle
- Implementation of CroQF integrated in the new model

Major changes in the new re-accreditation model

Improved quality standards

- Quality standards adjusted to new ESG, esp. regarding **ESG 1.2** (*learning outcomes and connection to CroQF*), **ESG 1.3** (*student-centred learning, teaching and assessment*) and **ESG 1.5** (*competencies and professional development of teachers / staff*)
- Shift from *inputs* to *outputs*

Major changes in the new re-accreditation model

Improved quality standards

- Smaller number of standards
- Introduction of '*key standards*'
- Standard descriptions, indicators and evidence examples included

Major changes in the new re-accreditation model

Improved IT system

- The higher education institution enters all quantitative data in the new IT database, from which the analytics is obtained, which is part of the self-evaluation report.

Major changes in the new re-accreditation model

Improved re-accreditation procedure

- Improved assessment / decision making based on assessment (new grading scale, clear rules for assessment and decision making)
- Improved training of experts (one day training prior to the site visit for all panel members + additional one day of training for national experts)
- Strengthen the follow-up procedure (action plan + report on improvements two years after the site visit)
- Strengthen appeal procedure

Major changes in the new re-accreditation model

Improved visit-schedule

- Prolonged site visit – 5 days
 - 1st day – training of experts
 - 2nd day – visit to HEI (focus on management, internal QA, stakeholders)
 - 3rd day- visit to HEI (focus on programmes, teaching process, capacities)
 - 4th day- visit to HEI (focus on research)
 - 5th day – drafting report
- More meeting without any interviewees („empty meetings” – *time for checking the evidence*)
- Possibility to organize additional meetings if it is needed

New standards of re-accreditation

Standards were grouped into five thematic categories / areas of assessment:

1. Internal quality assurance and the role of the higher education institution in society (ESG 1.1., ESG 1.7. and ESG 1.8.)
2. Study programmes (ESG 1.2. and ESG 1.9.)
3. Teaching process and student support (ESG 1.3., ESG 1.4. and ESG 1.6.)
4. Teaching and institutional capacities (ESG 1.5. and ESG 1.6.)
5. Scientific / artistic activity



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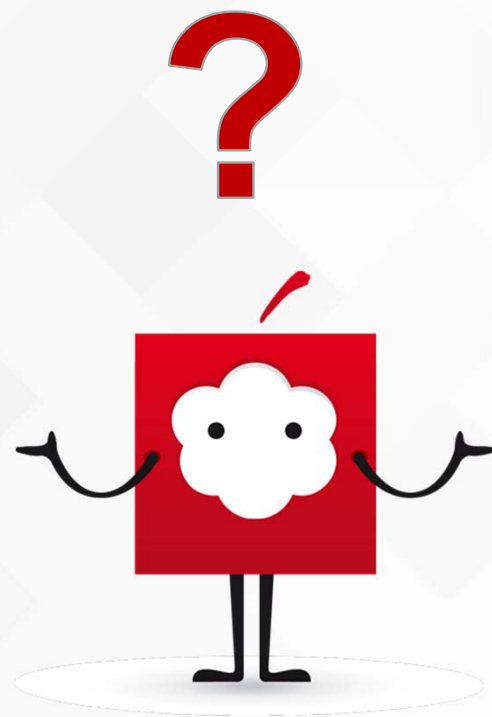
Challenges / Open questions

- The new model covers a broad spectrum of activities of HEIs – demanding process (for HEIs, ASHE coordinator, experts)
- Deep insight in all programmes – is it needed / possible?
- HEIs with a larger number of programmes – choose a sample of programmes ? How (risk based approach or randomly) ?

Challenges / Open questions

- „difficult” standards such as *LO and connection with CroQF, student centered learning, teaching and assessment* – how to provide / train experts for this type of evaluation?
- Language barriers – exams, student thesis, detailed programme descriptions, evidence – not available in English?
- Specificities of CroQF – standards of qualifications – do we need them for all qualifications? Checking the alignment with them? In which process?
- Minimal quantitative criteria – do we need them?

Thank you



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